Journal of Contemporary Research in Education

Volume 3
Number 1 *August 2014/December 2014*

Article 8

12-1-2014

A Comparison of ELL and Non-ELL Students' and Guardians' Perceptions of Student Led Conferences

Charlotte Orso
University of Houston, Clear Lake

Bryan Morgan
University of Houston, Clear Lake

A Comparison of ELL and Non-ELL Students' and Guardians' Perceptions of Student Led Conferences

Journal of Contemporary Research in Education
3(1&2) 59-74

Charlotte Orso
Bryan Morgan
University of Houston Clear Lake

Abstract

The purpose of the study was to determine if the ELL and non-ELL students' and guardians' perceptions of student-led conferences were similar. The sample included 97 consenting guardians and 90 students from five fifth grade classrooms. The student and guardian participants were given parallel surveys to ascertain their perceptions of student-led conferences. The survey data were analyzed with the two one-sided significance test (TOST) technique to determine statistical significance. Additionally, 90% confidence intervals were constructed and analyzed to verify the results. Six of the nine student survey questions resulted in statistically equivalent perceptions between the ELL and non-ELL participants. Four of the ten guardian survey questions resulted in statistical equivalent average responses. In both cases, however, ELL students and parents had better perceptions than non-ELL students and guardians for those items that were not statistically significant.

Introduction

Student-led conferences (SLCs) require students to self-assess their learning and share their progress with their guardians. These pre-planned conferences allow students to demonstrate responsibility for their academic performance by showing their guardians self-selected pieces of work gathered in portfolios (Syverson, 2005). During the SLC process, students reflect on their strengths and their weaknesses as they contribute to the development of their personal academic goals. During these conferences, guardians and students have meaningful discussions about academic objectives that the students plan to achieve and their academic strengths and weaknesses (Kruse, 1999; Syverson, 2005; Tuinstra & Hiatt-Michael, 2004).

Benefits of SLC

SLCs have been tied to higher student educational achievement in mathematics and reading and a decrease in disciplinary problems in schools where SLCs have been implemented (Tuinstra & Hiatt-Michael, 2004). Communication is also enhanced with SLCs. For example, guardians benefited from the translation capabilities their children exhibited during the SLCs (Smith, Stern, & Shatrova, 2008). When guardians can communicate in their home language, they are better able to understand their children's progress in school (Bang, 2009; Smith, Stern, & Shatrova, 2008). Tuinstra and Hiatt-Michael (2004) indicated that students believed they produced higher quality work and were therefore better students because of the SLC process. SLCs also encourage students to be active participants in their learning by requiring them to set goals, attain goals, and self-assess their learning throughout the entire

process (Hackmann, Kensworthy, & Nibbelink 1995).

Perceptions of SLCs

Seagraves (2009) reported that guardians both preferred the traditional guardian-teacher conferences to SLCs. Guardians did not completely favor SLCs because they felt their children would report only growth and leave out important details about problems that might exist. The guardians were receptive to having a second conference with the SLC format because they felt it did hold students accountable for their progress, but still expected a traditional conference as well. Tuinstra and Hiatt-Michael (2004) found that guardians overwhelmingly believed their children were more successful after participating in SLCs and therefore desired to continue their use as a communication tool about academic growth.

SLCs and ELLs

For many years schools have seen an increase in students whose primary language at home is not English. Bang (2009) stressed the importance of helping all families participate in school life regardless of their cultural or linguistic differences. He also stated that educators should not assume immigrant families are familiar with the U.S. school system; furthermore, translators are often needed to facilitate successful communication between guardians and the school (Bang, 2009). Villanueva and Buriel (2010) stated that the children of immigrant families are often expected to act as translators between teachers and guardians. Additionally, Bang (2009) stated that providing regular, systematic communication tools is imperative for successful teacher-guardian communication. She found that having orientations in families' home languages to explain school procedures and activities greatly benefit minority families having just relocated to the United States. Therefore, it may be true that guardian orientations about SLCs in the students' home languages and regularly scheduled SLCs could benefit culturally and linguistically diverse families with systematic use.

Student-led conferences allow the students to explain their academic progress to their guardians in their home languages. The guardians will see their children taking a primary role in self-assessing their academic strengths and weaknesses and in reporting their progress to their guardians. Guardians will have the familiarity of communicating directly with their own children in their home language. This experience is beneficial to the guardians as well as to the students because it clarifies the learning objectives and includes the family in the education process (Bang, 2009). According to Villanueva and Buriel (2010), ELL students are already acting as language brokers, or mediators, between teachers and guardians, so the SLC process will provide a systematic format for communication.

Problem

A communication gap between school and home exists and is widening on predominantly English Language Learner (ELL) and low Socio-Economic Status (SES) campuses (Ladky & Peterson, 2008). Increasing the communication between school and home ultimately benefits the students who act as a bridge for that communication. The student demographics and needs are changing, but

educational practices such as guardian-teacher conferences remain the predominant practice in the education repertoire of school-home communication (Onchwari, Onchwari, & Keengwe, 2008). Improving school-home communication is also important for student achievement (Bang, 2009). SLCs are one tool educators can use to increase the quality of school- home communication as well as increase the students' participation in the assessment process (Bailey & Guskey, 2001). Because SLC's are being implemented in schools with large ELL populations, do the guardians and students of ELL families and those of non-ELL families view these SLCs as being effective? The purpose of this study was to determine if the perceptions of student-led conferences were similar for ELL and non-ELL students and guardians.

Method

The participants were the consenting guardians and students from five of the six fifth grade classrooms in a Title I elementary school in a suburban school district near a large city in the Southwest. This school was designated as a Professional Development Laboratory School (PDLS) due to an agreement with a school of education and a nearby university.

We obtained permission from the district and the school to conduct student-led conferences with the entire fifth grade population at the PDLS campus. The resulting sample therefore consisted of 90 fifth grade students, and 97 non-ELL and ELL guardians. Once permission letters were signed and returned, the students began preparing to conduct their own student-led conferences. We facilitated this process by sharing information about student-led conferences with the students and teachers planning to participate in the study. We also helped the teachers and students to gather pertinent work samples to review during the SLC. These portfolios were not part of the evaluation, but were used by the students to discuss academic strengths and weaknesses with their guardians. We taught students how to display their work and discuss their abilities by having them role play in mock conferences, following the procedures for conducting conferences outlined by Bailey and Guskey (2001).

Data Collection.

To measure student and guardian perceptions, we developed a survey based on selected questions from two instruments which measured perceptions about SLCs (Tuinstra & Hiatt-Michael, 2004; Baily & Guskey, 2001). The student and guardian surveys were also modified until a fourth grade reading level was obtained based on Fletcher-Kincaid in Microsoft Word. To ensure survey validity, the questions on the surveys were reviewed by a professor of reading and language arts, a professor of bilingual and multicultural education, and a Nationally Board Certified teacher in elementary education. This panel offered suggestions for rewording some of the questions and also suggested that some of the questions be removed. The survey responses were placed on a scale from one to five, with 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, and 5=strongly agree. To ensure that surveys were available in Spanish and English a bilingual, certified ESL teacher translated the surveys, and a university professor fluent in English and Spanish reviewed the translated questions to ensure that the surveys were parallel.

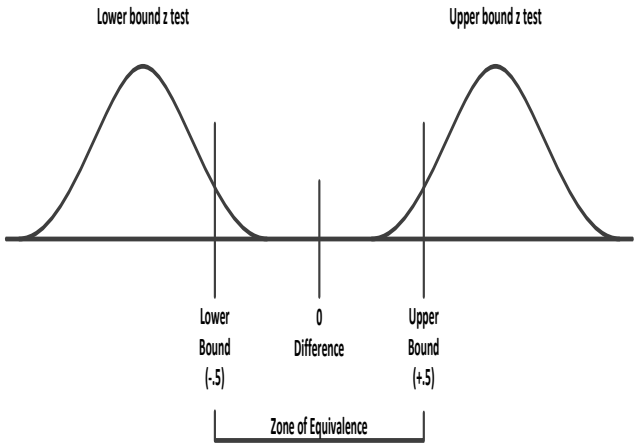
We then conducted a pilot study with one of the six fifth grade classes at the professional development laboratory school to estimate instrument reliability. We calculated Cronbach's Alpha on the responses and further modified the survey by removing two questions from the students' survey and one question from the guardians' survey to ensure an alpha level of .70 or higher as suggested by Huck (2008). The combined ELL and non-ELL final student survey Cronbach's alpha score was .915, and the guardians' combined ELL and non-ELL final survey had a Cronbach's alpha score of .815.

Conferences were held for the five classrooms not involved in the pilot study near the end of the term. We administered the surveys to the students and guardians immediately following these conferences. In order to maintain confidentiality, each participant put the survey in a secure box. Completed surveys were removed after all conferences were complete.

Data Analysis.

Because this study sought to determine if the means of two groups (non-ELL and ELL) were the same concerning the students' and the guardians' perceptions of SLCs, traditional null hypotheses significance testing techniques, which seek to determine if two or more samples are different, were not appropriate. Therefore, we used the two one-sided significance test (TOST) technique described by Rogers, Howard, & Vessey (1993) to conduct the analysis, which uses a pair of *z* tests to determine equivalency. The first step was to determine a zone of equivalence (equivalence interval) by establishing an upper and lower boundary around a theoretical difference of 0 between the two means. The actual, observed difference in the means between the two groups were tested against these bounds according to the procedure described by Rogers, Howard, and Vessey (1993). Specifically, one *z* test was used to test the null hypothesis that the difference in the mean is not more than the lower bound, and the second was used to test the null hypothesis that the difference in the mean is not less than the upper bound. For this study, we used a significance level of .05 to test these null hypotheses and the zone of equivalence was established to be ± .5 from the hypothesized difference of 0. According to Rogers, et al (1993) if both null hypotheses are rejected there is evidence that the mean difference lies between the two bounds. In other words, they are in the zone of equivalence and it can be concluded that they are the same. See Figure 1 for a graphical portrayal of the TOST technique.

Figure 1. The Two One-sided Significance Test



Each survey question on the student and guardian surveys was tested independently to determine if the means of each of the survey responses for ELL

(Spanish version) and non-ELL (English version) was statistically equivalent.

Results

Tables 1 and 2 (See Appendix) contain summary data of the results of the students' and guardians' surveys. These data tables include the number of participant responses (*n*), the mean Likert scale score for the survey responses (M), and the standard deviation for the responses (s). Separate results are presented for ELL and non-ELL students and guardians on each of these two tables. The data for the responses to the student survey are presented in Table 1. Because some students and guardians did not answer one or more questions, the n for the questions was different. Participants' survey responses for ELL mean responses for all of the questions ranged from 4.34 to 4.69 (*range* =.35), and the non-ELL mean responses ranged from 4.08 to 4.54 (*range* =.46) for all of the questions.

The means and standard deviations for the responses to the guardian survey are presented in Table 2. Participants' survey responses for ELL ranged from 4.64 to 4.85 (*range* =.21). Non-ELL participants had survey responses with means ranging from 3.79 to 4.69 (*range* =.90).

Table 3 and Table 4 (See Appendix) present the results of the TOST for each survey question. The first column lists the survey question number. The second column identifies whether the test is for the upper limit or the lower limit of the equivalency bound. The next column is the difference (*d*) between the means of the ELL and non-ELL participants. (The non-ELL mean was subtracted from the ELL mean found on Table 1 to obtain the difference in the means or *d*, i.e., $M_1 - M_2$.) The next column is the test value used in the significance tests. These numbers are $d \pm .5$. The next column lists the two *z* scores for each question's upper and lower bound significance test. Finally, the *p* values associated with those *z* scores are presented. According to Rogers et al. (1993), the larger *p* value of the two tests for each question should be used when determining equivalency because the larger *p* value is less likely to show equivalence. Therefore, the last column displays the significance level of the larger of the two *z* tests for each question.

As can be seen in Table 3, non-ELL and ELL participants expressed statistically equivalent perceptions in their responses to questions two, three, five, six, eight, and nine. Questions one, four, and seven did not fall within the ±.5 range, so they do not result in statistical equivalency. We did not test to see if the perceptions for these non-equivalent questions were different.

These results for the guardian surveys in Table 4 were calculated in a fashion similar to that for the student survey scores. As can be seen, questions one, two, three, and four report similar perceptions about the questions for ELL and non-ELL participants. Questions five through ten did not fall within the zone of equivalence, so they do not result in statistical equivalency. Again, we did not test to see if the perceptions for these non-equivalent questions were different.

Rogers et al. (1993), suggest that it is appropriate to confirm the results of the TOST by constructing confidence intervals and comparing them with the *z* test results. We therefore constructed figures displaying confidence intervals for the students' and guardians' survey question responses. Barker et al. (2002)

indicate that unlike traditional confidence intervals, two times the alpha should be used for the calculations for the confidence interval for equivalence tests. Therefore, 90% confidence intervals were constructed for this study.

Figure 2 and Figure 3 display the confidence intervals for each question on the student and guardian survey, respectively. In order for the confidence intervals to be equivalent, the upper and lower bounds of the confidence interval must fall within ±.5 from the difference (*d*). Each question has its unique 90% confidence interval displayed calculated from the statistics related to the differences in the means between the two groups. The figure also indicates the +.5 and -.5 zone of equivalence with thick dotted lines. To be statistically equivalent, the entire confidence interval must lie between these limits (Rogers, et al, 1993).

Figure 2 Confidence Interval Results by Question for Student Survey

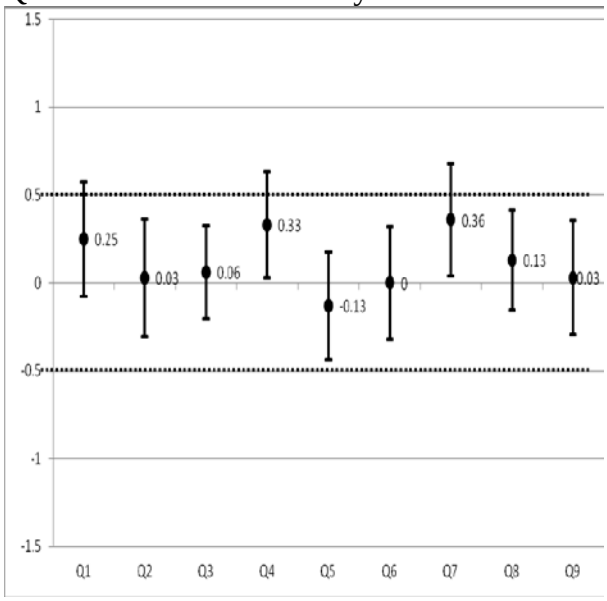
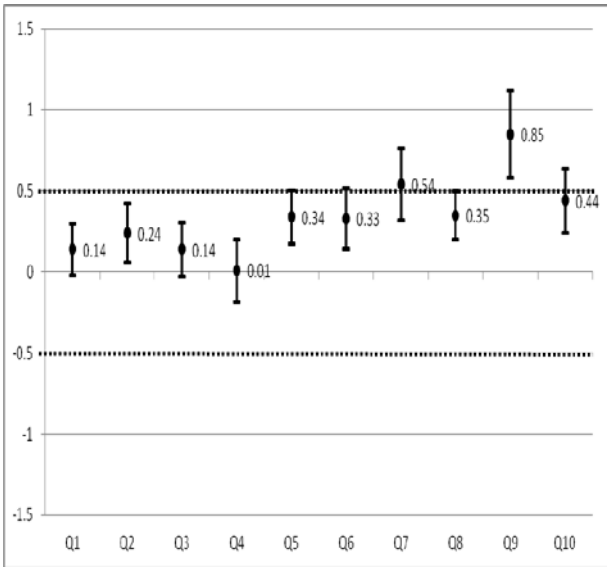


Figure 3 Confidence Interval Results by Question for Guardian Survey



Analysis of the confidence intervals in Figure 2 support the results generated by the TOST tests. According to the confidence interval results on Figure 2, questions two, three, five, six, eight, and nine clearly lie with the defined confidence interval bounds of ±.5. Furthermore, questions one, four, and seven clearly fall outside ±.5 indicating nonequivalence. This verifies the TOST results from table three.

Confidence intervals in Figure 3 support the TOST findings for the guardian survey. The confidence intervals show that questions one, two, three, and four result in statistical equivalency. Questions six, seven, nine, and ten have at least one confidence interval bound outside the upper or lower limit, so these questions were confirmed as not equivalent.

Discussion

Are the perceptions of SLCs similar for ELL and non-ELL students? Are the perceptions of SLCs similar for ELL and non-ELL parents and guardians? As can be seen in Table 5 (See Appendix), the responses for ELL students and non-

ELL students were determined to be statistically equivalent for six of the 9 questions on the survey. It is very important to point out, however, that the mean responses for ELL students for each of the three questions not determined to be statistically equivalent are actually higher than the non-ELL student responses. This is very clear evidence that the ELL students' perceptions of the SLC process was *at least* as good as the non-ELL students. In only one case was the mean response of the non-ELL students found to be higher (Question 6). However, the difference in the mean responses for this question was found to be in the zone of equivalence, i.e., statistically.

As indicated in Table 6 (See Appendix), the analysis of the parent/guardian responses is equally revealing. See Table 6. Four questions were found to have statistically equivalent response means even though the ELL means were actually a little higher in the absolute. However, for the six questions not found to be statistically equivalent, the ELL parent/guardian means were actually higher than the non-ELL parent/guardian means.

Implications for Practice

All groups found it beneficial to participate in the conferences for reasons that include increased student responsibility for work, improved guardian-teacher communication, increased student-guardian communication, and reduced workloads for teachers.

Students realized they were responsible for their learning as a result of participating in the SLC process. They set goals, reflected on their learning, and regularly communicated their progress with teachers and guardians. The students wrote comments in their portfolios and kept track of their behaviors. Hence, they contemplated obstacles and solutions for improving weaknesses, as well as continuously improved self-identified strengths. The students were responsible for relaying their progress to the teachers and guardians with appropriate verbiage that indicated a true understanding of their academic and social progress. This made the students, guardians, and teachers proud and promoted more student responsibility for learning. The students were able to become more responsible because of the daily SLC guidance facilitated by the teachers. The students participated in their self-assessments; thus, their ability to be responsible for their own learning increased. Therefore, the teachers' staff development sessions and the students' orientations were key components to insuring meaningful SLCs for the students.

Conclusion

Analysis of the data indicates that the participants, students and their guardians, agree that there are benefits to SLCs. In that regard, this study corroborates the findings of Bailey and Guskey, 2001; Darling-Hammond, 1997; and Little, 1989.

The SLC process encourages students to be engaged and actively involved in the educational process and promotes goal setting as well as goal attainment. This was suggested by Benson and Barnett (2005) and Seitz and Bartholomew (2008). The participants in this study were provided with an opportunity to develop self-directed behaviors that can help them with their goal attainment throughout life. The general education programs in some cities are already reaping the benefits from having SLCs on their campuses (Kruse,

1999; Syverson, 2005; Tuinstra & Hiatt-Michael, 2004). This study demonstrates that implementing SLCs on ELL and non-ELL campuses could benefit the students and guardians by increasing student responsibility and helping to improve communication.

Public schools are finding ways to include SLCs into their curriculum; as the literature regarding SLCs increases, perhaps more schools will use them to improve increase student responsibility, improve guardian-school communication, student-guardian communication, and to reduce teacher workload.

References

Bailey, J. M., & Guskey, T. R. (2001). Implementing student-led conferences. Thousand Oaks, CA: Corwin Press.

Bang, Y. (2009). Helping all families participate in school life. *Young Children*, *64*(6), 97–99. Retrieved from http://journal.naeyc.org

Barker, L.E., Luman, E.T., McCauley, M.M., & Chu, S.Y. (2002). Assessing equivalence: an alternative to the use of difference tests for measuring disparities in vaccination coverage. *American Journal of Epidemiology*, *156*(11), 1056-1061. doi:10.1093/aje/kwf149

Benson, B., & Barnett, S. (2005). *Student-led conferencing using showcase portfolios*. Thousand Oaks, CA: Corwin Press.

Darling-Hammond, L. (1997). The right to learn: A blueprint for creating schools that work. San Francisco, CA: Jossey-Bass.

Hackmann, D. G. Kensworthy, J., Nibbelink, S. (1995, November). *Student-led conferences: Encouraging student-parent academic discussions*. Paper or poster session presented at the Annual Conference of the National Middle School Association, New Orleans, LA.

Harris, M. (2009). Implementing portfolio assessment. *Young Children*, *64*(3), 82–85.

Huck, S. W. (2008). *Reading statistics and research* (5th ed.). New York, NY: Pearson Education, Inc.

Kruse, B. R. (1999). *Student-led conferences and traditional parent-teacher conferences.* (Doctoral dissertation). Retrieved from Dissertations & Theses: A&I. (Publication No. AAT 9937384)

Ladky, M., & Peterson, S. (2008). Successful practices for immigrant parent involvement: An Ontario perspective. *Multicultural Perspectives*, *10*(2), 82–89. doi:10.1080/152109608019 97932

Little, A., & Allan, J. (1989). Student-led parent-teacher conferences. *Elementary School Guidance & Counseling*, *23*(3), 210–218.

Onchwari, G., Onchwari, J., & Keengwe, J. (2008). Teaching the immigrant child: Application of child development theories. *Early Childhood Education Journal*, *36*(3), 267–273.

Rogers, J., Howard, K., & Vessy, T. J. (1993). Using significance tests to evaluate equivalence between two experimental groups. *Psychological Bulletin, 113*(3), 553. Retrieved from http://www.apa.org/pubs/journals/index.aspx

Seagreaves, P. (2009). *The effectiveness of parent-teacher conferences for reporting student progress in a suburban Pennsylvania school district.* (Doctoral dissertation). Retrieved from Dissertations & Theses: A&I. (Publication No. 3383836).

Seitz, H., & Bartholomew, C. (2008). Powerful portfolios for young children. *Early Childhood Education Journal, 36*(1), 63–68.

Smith, J., Stern, K., & Shatrova, Z. (2008). Factors inhibiting Hispanic parents' school Involvement. *Rural Educator, 29*(2), 8–13.

Syverson, M. (2005). *Student-led conferences: Fourth grade students and their parents' perceptions.* (Doctoral dissertation). Retrieved from Dissertations & Theses: A&I. (Publication No. AAT 1425211).

Tuinstra, C., & Hiatt-Michael, D. (2004). Student-led parent conferences in middle schools. *School Community Journal, 14*(1), 59–80.

Villanueva, C. M., & Buriel, R. (2010). Speaking on behalf of others: A qualitative study of the perceptions and feelings of adolescent Latina language brokers. *Journal of Social Issues, 66*(1), 197–210. doi:10.1111/j.1540-4560.2009.01640.x

Charlotte Orso is an adjunct instructor at the University of Houston Clear Lake. She has over 20 years of k-12 teaching experience in five different states. Her experience is predominately with English Language Learners, prompting her to obtain her ESL certification and conduct research into the effects of institutional strategies on ELL students and guardians. She has an Ed.D. in Educational Leadership from the University of Houston Clear Lake. **Dr. Orso** can be contacted at charlotteorso@yahoo.com.

Bryan Morgan is a Clinical Professor at the University of Houston Clear Lake. He has 30 years experience as a faculty member, associate dean, dean, and vice president at several colleges and universities in Texas and Washington. He has an Ed.D. in Educational Technology from Texas A&M University. **Dr. Morgan** can be contacted at morganb@uhcl.edu.

Table 1
Summary Data by Question for Student Survey

	ELL			Non-ELL		
Question	n	M_1	s	n	M_2	s
1	30	4.50	.682	52	4.25	.947
2	32	4.34	.787	52	4.31	.961
3	32	4.44	.716	52	4.38	.718
4	32	4.69	.535	50	4.36	.942
5	32	4.41	.875	52	4.54	.803
6	31	4.45	.888	51	4.45	.832
7	32	4.44	.716	51	4.08	.935
8	32	4.56	.669	51	4.43	.831
9	32	4.50	.718	51	4.47	.958

Table 2
Summary Data by Question for Guardian Survey

	ELL			Non-ELL		
Question	n	M_1	s	n	M_2	s
1	54	4.83	.376	42	4.69	.563
2	55	4.73	.449	41	4.49	.637
3	55	4.78	.459	42	4.64	.533
4	55	4.65	.480	42	4.64	.665
5	55	4.82	.389	42	4.48	.594
6	54	4.78	.420	42	4.45	.705
7	55	4.73	.449	42	4.19	.682
8	55	4.85	.356	42	4.50	.552
9	55	4.64	.589	42	3.79	1.025
10	55	4.84	.373	42	4.40	.767

Table 3
Tests Results by Question for Student Survey

Question	Test	*d*	Test Value ($d \pm .5$)	*z*	*p*	Larger *p*	
1	Upper	0.25	-0.25	-1.27	0.103	0.103	
	Lower		0.75	3.80	<0.001		
2	Upper	0.03	-0.47	-2.33	0.010	0.010	**
	Lower		0.53	2.62	0.000		
3	Upper	0.06	-0.44	-2.73	0.003	0.003	**
	Lower		0.56	3.48	<0.001		
4	Upper	0.33	-0.17	-0.91	0.177	0.177	
	Lower		0.83	4.53	0.000		
5	Upper	-0.13	-0.63	-3.37	<0.001	0.024	*
	Lower		0.37	1.98	0.024		
6	Upper	0	-0.50	-2.57	0.005	0.005	**
	Lower		0.50	2.57	0.005		
7	Upper	0.36	-0.14	-0.72	0.235	0.235	
	Lower		0.86	4.45	0.000		
8	Upper	0.13	-0.37	-2.12	0.017	0.017	*
	Lower		0.63	3.61	<0.001		
9	Upper	0.03	-0.47	-2.38	0.009	0.009	**
	Lower		0.53	2.69	0.007		

.05 level is indicated with a *, and ** indicates significance at the .01 level

Table 4
Tests Results by Question for Guardian Survey

Question	Test	*d*	Test Value (±.5)	*z*	*p*	Larger *p*	
1	Upper	0.14	-0.36	-3.75	<0.001	<0.001	**
	Lower		0.64	6.66	0.000		
2	Upper	0.24	-0.26	-2.35	<0.001	<0.001	**
	Lower		0.74	6.78	0.000		
3	Upper	0.14	-0.36	-3.57	<0.001	<0.001	**
	Lower		0.64	6.34	0.000		
4	Upper	0.01	-0.49	-4.22	0.000	0.000	**
	Lower		0.51	4.39	0.000		
5	Upper	0.34	-0.16	-1.60	0.055	0.055	
	Lower		0.84	8.40	0.000		
6	Upper	0.33	-0.17	-1.47	0.071	0.071	
	Lower		0.83	7.17	0.000		
7	Upper	0.54	0.04	0.30	0.616	0.616	
	Lower		1.04	7.69	0.000		
8	Upper	0.35	-0.15	-1.62	0.052	0.052	
	Lower		0.85	9.19	0.000		
9	Upper	0.85	0.35	2.12	0.983	0.983	
	Lower		1.35	8.17	0.000		
10	Upper	0.44	-0.06	-0.51	0.306	0.306	
	Lower		0.94	7.95	0.000		

Table 5.
Analysis of Student Responses

Question	Prompt	Stat. Equiv.	Higher Mean Score
1.	Setting goals helped me do better in school.		ELL
2.	I feel that the conference helped me to correct my own work.	YES	ELL
3.	The conference helped me know what I do well.	YES	ELL
4.	The conference helped me know what I need to work on in school.		ELL
5.	The conference helped me see how much I have learned.	YES	Non-ELL
6.	I feel good when I talk about my schoolwork with my guardian.	YES	-
7.	Putting my work in a portfolio helped me do better in my class work.		ELL
8.	Talking with my parent/guardian help me tell them what I learned.	YES	ELL
9.	Knowing that I had to talk to my parent about the way I act in class made me act better.	YES	ELL

Table 6.
Analysis of Parent/Guardian Responses

Question	Prompt	Stat. Equiv.	Higher Mean Score
1.	I liked my child leading the discussion about his or her work in our home language.	YES	ELL
2.	I learned about how well my child gets along with others.	YES	ELL
3.	My child knows that his/her efforts are related to grades.	YES	ELL
4.	My child will use the skills developed in student-led conferences.	YES	ELL
5.	I liked the student-led conference.		ELL
6.	I think that children who participate in student-led conferences will listen better in class.		ELL
7.	The conference helped me communicate better with the school.		ELL
8.	I learned more about my child's academic progress because of this conference.		ELL
9.	I feel that my child did their homework more often because of student-led conferences.		ELL
10.	I feel that my child took responsibility for his or her work more because of student-led conferences.		ELL

Appendix A. The English Student Survey Instructions and Questions

Students were asked to respond to the statements in Table 5 using a Likert-type scale. This scale used Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly Agree(5) as the markers.

1. Setting goals helped me do better in school.
2. I feel that the conference helped me to correct my own work.
3. The conference helped me know what I do well.
4. The conference helped me know what I need to work on in school.
5. The conference helped me see how much I have learned.
6. I feel good when I talk about my schoolwork with my guardian.
7. Putting my work in a portfolio helped me do better in my class work.
8. Talking with my parent/guardian help me tell them what I learned.
9. Knowing that I had to talk to my parent about the way I act in class made me act better.

Appendix B. The Spanish Survey (Encuesta del Estudiante) Instructions and Questions

The instructions for the Spanish survey were "Ahora que ha concluido la conferencia con tus padres/tutores por favor lee lo siguiente y marca una respuesta." The rating scale was Muy desacuerdo (1), Desacuerdo (2), No estoy seguro (3), De acuerdo (4), Muy de acuerdo (5).

1. Ponerme metas me ayudó a hacer mejor en la escuela.
2. Siento que la conferencia me ayudó a corregir mi propio trabajo.
3. La conferencia me ayudó a saber que hago bien.
4. La conferencia me ayudó a saber en que tengo que mejorar en la escuela.
5. La conferencia me ayudó a ver cuánto he aprendido.
6. Me sentí bien cuando compartí mi trabajo con mis padres o tutores.
7. Mantener mi trabajo en un portafolio me ayudó a hacer mejor mi trabajo escolar.
8. Hablar con mis padres en nuestro idioma natal me ayudó a explicarles lo que he aprendido.
9. Saber que tenía que hablar con mis padres de mi comportamiento en clase me hizo comportarme mejor.

Appendix C. The English Guardian Survey Instructions and Questions

Guardians were given the instruction "Now that you have completed your parent/guardian conference, please read and select answer" to the statements in Table 7 using a Likert-type scale. This scale used Strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly Agree(5) as the markers.

1. I liked my child leading the discussion about his or her work in our home language.
2. I learned about how well my child gets along with others.
3. My child knows that his/her efforts are related to grades.

4. My child will use the skills developed in student-led conferences.
5. I liked the student-led conference.
6. I think that children who participate in student-led conferences will listen better in class.
7. The conference helped me communicate better with the school.
8. I learned more about my child's academic progress because of this conference.
9. I feel that my child did their homework more often because of student-led conferences.
10. I feel that my child took responsibility for his or her work more because of student-led conferences.

Appendix D. Guardian Spanish Survey (Encuesta de los Padres o Tutores) Instructions and Questions

The instructions for the Spanish survey were "Ahora que ha concluido la conferencia de padres por favor lea lo siguiente y marque una respuesta The rating scale was Muy desacuerdo (1), Desacuerdo (2), No estoy seguro (3), De acuerdo (4), Muy de acuerdo (5).

1. Me gustó que mi hijo/a dirigió la conversación acerca de su trabajo escolar en nuestro idioma.
2. Aprendí como mi hijo/a convive bien con los demás.
3. Mi hijo/a sabe que su esfuerzo está relacionado con sus calificaciones.
4. Mi hijo/a usará las habilidades desarrolladas en las conferencias guiadas por el estudiante.
5. Me gustó la conferencia guiada por el estudiante.
6. Creo que los estudiantes que participan en conferencias guiadas por el estudiante serán más atentos en clase.
7. La conferencia mejoró mi comunicación con la escuela.
8. Aprendí más del progreso de mi hijo/a gracias a esta conferencia.
9. Siento que mi hijo/a cumplió más con su tarea debido a las conferencias guiadas por el estudiante.
10. Siento que mi hijo/a tomó más responsabilidad de su trabajo debido a las conferencias guiadas por el estudiante.